

ENHANCING EDUCATION QUALITY IN ISLAMIC INSTITUTIONS THROUGH MANAGEMENT APPROACHES

Mohamad Sodikin*1, Parmujianto*2, Khoirul Anwar*3

¹UIN Maulana Malik Ibrahim Malang, ²STAI Al- Yasini, ³IAI Sunan Kalijogo Malang,
Indonesia

Corresponding author: Email: sodikin.aret@gmail.com

Submission Track:

Submission :19-12-2023

Accept Submission : 07-05-2024

Available Online : 13-05-20xx

Copyright @ 2024 Author



This work is licensed under a Creative Commons Attribution-ShareAlike 4.0

Abstract.

Islamic Education Management (IEM) involves the planning, implementation, organization, and evaluation of concepts or theories implemented to enhance the quality of Islamic educational institutions. Several Islamic educational institutions face various challenges in managing their education, including but not limited to limited resources, technological changes, and shifts in labor market demands. Therefore, an innovative and quality-oriented management approach is required to improve the effectiveness and relevance of Islamic education in coping with the dynamics of the time. This research employs a qualitative approach, utilizing existing theories and research findings. This research is initiated with the aim of investigating and analyzing various management approaches that can be used to improve the quality of education in Islamic institutions. It is expected that with this method, research findings can enhance understanding related to Islamic education management. In conclusion, Islamic Education Management (IEM) plays a pivotal role in addressing the multifaceted challenges faced by Islamic educational institutions. Strategic management emerges as a crucial aspect, involving planning, implementation, and evaluation. Through strategic planning, Islamic educational institutions can set a vision, mission, and goals that align with Islamic values, fostering the development of a strong foundation for IEM. Implementation ensures that these strategies are

effectively put into practice, and continuous evaluation guarantees that they contribute positively to the enhancement of Islamic education quality.

Keywords. *Management, Islamic, Education, and Strategy.*

Abstrak.

Manajemen Pendidikan Islam (MPI) melibatkan perencanaan, implementasi, pengorganisasian, dan evaluasi konsep atau teori yang diterapkan untuk meningkatkan kualitas lembaga pendidikan Islam. Beberapa lembaga pendidikan Islam menghadapi berbagai tantangan dalam mengelola pendidikannya, termasuk tidak terbatas pada keterbatasan sumber daya, perubahan teknologi, dan pergeseran tuntutan pasar tenaga kerja. Oleh karena itu, diperlukan pendekatan manajemen yang inovatif dan berorientasi pada kualitas untuk meningkatkan efektivitas dan relevansi pendidikan Islam dalam menghadapi dinamika zaman. Penelitian ini menggunakan pendekatan kualitatif dengan memanfaatkan teori dan temuan penelitian yang ada. Penelitian ini diawali dengan tujuan untuk menyelidiki dan menganalisis berbagai pendekatan manajemen yang dapat digunakan untuk meningkatkan mutu pendidikan di lembaga-lembaga Islam. Diharapkan dengan metode ini, temuan penelitian dapat meningkatkan pemahaman terkait manajemen pendidikan Islam. Kesimpulannya, Manajemen Pendidikan Islam (MPI) memainkan peran penting dalam mengatasi berbagai tantangan yang dihadapi oleh lembaga pendidikan Islam. Manajemen strategis muncul sebagai aspek penting, yang melibatkan perencanaan, implementasi, dan evaluasi. Melalui perencanaan strategis, lembaga pendidikan Islam dapat menetapkan visi, misi, dan tujuan yang selaras dengan nilai-nilai Islam, sehingga menumbuhkan landasan yang kuat bagi lembaga Pendidikan Islam. Implementasinya memastikan bahwa strategi-strategi ini diterapkan secara efektif, dan evaluasi yang berkelanjutan menjamin bahwa strategi-strategi tersebut memberikan kontribusi positif terhadap peningkatan kualitas pendidikan Islam.

Kata kunci. Manajemen, Islam, Pendidikan, dan Strategi.

A. INTRODUCTION

Education in Islamic institutions plays a central role in shaping the character, morals, and knowledge of students, which, in turn, influences the development of a society based on Islamic values. To achieve this goal, the quality of education becomes a critical factor that needs serious attention. With the evolution of time, societal dynamics, and global challenges, it is crucial for Islamic institutions to continuously innovate in educational management to enhance the quality of the educational process and outcomes.

Several Islamic educational institutions face various challenges in managing their education, including but not limited to limited resources, technological changes, and shifts in labor market demands. Therefore, an innovative and quality-oriented

management approach is required to improve the effectiveness and relevance of Islamic education in coping with the dynamics of the time.

The management of Islamic education cannot be separated from the general concept of educational management. References to Islamic educational management always refer to the general discourse on educational management. This indicates that the conceptual foundation of general educational management forms the basis for understanding Islamic educational management. Although Islamic educational management refers to general principles of educational management, it is essential to elaborate on specific details and contexts relevant to Islamic educational institutions. The scope of Islamic educational management includes particular aspects that consider Islamic values and principles in the administration of educational institutions. (Na'im et al., 2021)

The scope of Islamic educational management can be interpreted as the defined object or focus of the educational institution's management. This indicates that management in the context of Islamic education has a specific and targeted scope of work that includes elements relevant to the values and objectives of Islamic education. Understanding the scope of Islamic educational management provides knowledge for the administrators of Islamic educational institutions. With comprehensive understanding, administrators can effectively manage Islamic educational institutions, considering Islamic values, and responding to global and local challenges. This understanding is not only technical but also comprehensive and holistic, covering resource management, academic aspects, morality, character development, and the application of innovations relevant to Islamic education.

The message from Sayyidina Ali ibn Thalib, stating, "Al haqqu bila nidham yablubuhul bathil bin nidham," emphasizes the importance of good organization and management in realizing truth and avoiding falsehood. This aligns with the concept of management, which fundamentally aims to organize and manage both physical and non-physical objects consciously, planned, and systematically to achieve predetermined goals. By following these principles, management becomes not only an administrative process but also an integral part of understanding and implementing the values of truth and justice in the Islamic context. This management concept reflects a holistic view of management that can contribute positively to the success of an organization or institution in achieving its goals. (Hidayat et al., 2023)

This research is initiated with the aim of investigating and analyzing various management approaches that can be used to improve the quality of education in Islamic institutions. With a deeper understanding of appropriate management approaches, it is hoped that Islamic educational institutions can implement more effective strategies to enhance the quality of the learning process, resource management, and the final outcomes of education.

This research not only aims to contribute to the research literature in the field of Islamic educational management but also to provide practical guidance for stakeholders in Islamic educational institutions to implement innovative management approaches to improve their education quality. Thus, this research is expected to be a

concrete step in supporting the development of quality and relevant Islamic education in the modern era.

B. METODE

This research employs a qualitative approach, utilizing existing theories and research findings. The data used in this study are secondary data obtained through observation of relevant cases and a literature review of related theories. The research also employs qualitative analysis to examine and draw conclusions, obtained through identification, analysis, and conclusion drawing. It is expected that with this method, research findings can enhance understanding related to Islamic education management. (Harahap, 2020)

C. RESULT AND DISCUSSION

Islamic education, rooted in the philosophy of *Iqra'*, translated as "read," is a call to Muslims to enhance their understanding and awareness of the existence of God as the Creator of humanity. From a sociological perspective, this verse emphasizes the importance of reading, realizing the origins of humanity, and developing awareness of creation. (Hidayat et al., 2023)

From the standpoint of Islamic education, HM. Arifin explains that this education is a process based on the values of Islam. Its goal is to shape attitudes, develop knowledge, and guide the lives of students towards maturity based on Islamic values. Islamic education, in the concept of Ahmad D. Marimba, is also understood as a process of guiding the physical and spiritual aspects based on Islamic laws, towards the formation of the main personality in accordance with Islamic norms or standards. (Arifin, 1994)

Islamic Education Management (IEM) involves the planning, implementation, organization, and evaluation of concepts or theories implemented to enhance the quality of Islamic educational institutions. In other words, IEM focuses on systematic efforts to improve the quality of Islamic education while considering Islamic values and principles as the primary foundation.

1. Challenges in Islamic Education

Islamic education is currently facing various complex challenges. For example, how to maintain the achievements of Islamic education from crises and ensure that what has been achieved is not lost. These challenges emphasize the importance of effective management in preserving and maintaining the achievements and quality of Islamic education. There are also challenges from the global educational environment, where competition is unavoidable, both on a regional, national, and international scale. This competition demands adaptive management that can compete effectively,

integrate innovation, and ensure that Islamic education remains relevant amid global dynamics. Additionally, there are changes and adjustments to the national education system, including efforts to create a more democratic educational process, considering the diversity of needs and regional conditions while encouraging community participation. Islamic education management is key to designing and implementing changes that support these goals.

Another issue in Islamic education is the past management tendency to excessively emphasize the cognitive dimension and neglect other dimensions. This has led to the fragmentation of individual personalities, where the religious aspect of life can develop positively, but society may also contradict the religious teachings it adheres to. Another problem lies in the centralized nature of past education, emphasizing the need for more open and responsive management to diversity and societal dynamics.

In the face of Society 5.0, Islamic education also encounters challenges of inadequate resources, such as teachers, lecturers, and other educational staff. Resource management becomes a crucial aspect to ensure the availability and optimal utilization of educational resources.(Putra, 2019)

In the political realm, where Islamic educational institutions are expected to guide, direct, and develop the nation's life according to the state's philosophy, educational institution management must be adaptive. It should actively participate in formulating educational policies and be committed to national struggle goals. Islamic education management needs to be selective, maintaining the nation's cultural values and shielding the younger generation from negative influences.(Hawi, 2017)

Educational institution management must be proactive in integrating technology into learning, preparing human resources for the information age, and ensuring the sustainability of competitive education. Management must also be responsive to economic changes, develop curricula relevant to the job market needs, and ensure the availability of resources to support the education process.

Inevitable social changes require Islamic educational institutions to be agents of change. Management must direct educational institutions as leaders in facing societal dynamics, providing clear guidance on change, and maintaining social cohesion. Islamic educational institution management must safeguard and develop value systems, both derived from tradition and religion. This involves wise management in curriculum development, character education, and ensuring that the institution preserves moral values.

The advancement of science and technology poses one of the main challenges. Islamic education sometimes overly focuses on moral-spiritual aspects, resulting in a lack of emphasis on practical and pragmatic aspects such as technology mastery. Consequently, Islamic educational institutions face the risk of falling behind globally, where alumni may struggle to compete in knowledge and technology proficiency.

Democratization is also a critical issue affecting Islamic education. The demands for democratization are not limited to the political system but extend to the education management system. Islamic education is required to shift from a centralized, uniform, and dependent system to a more autonomous, diverse, and independent system. This necessitates Islamic educational institutions to adapt to a new order that is more participatory and responsive to societal needs.(Pewangi, 2016)

The moral decay resulting from shifting values and cultural norms due to technological revolutions poses a serious challenge. Western culture, dominant in mastering science and technology, has the ability to influence local cultural values. Mass media serves as a tool that brings both positive and negative impacts. While expanding perspectives, the media also brings negative influences such as pornography, free lifestyles, and violence, which are not in harmony with Islamic values.

In facing these challenges, Islamic education needs to formulate a holistic strategy. The importance of balancing moral-spiritual and practical-pragmatic aspects needs to be emphasized. A curriculum covering technology mastery, a democratic approach to educational institution management, and the inculcation of strong Islamic values are key to success. Islamic education must be an agent of change capable of integrating Islamic values with the demands of the times, preserving local wisdom, and remaining relevant in global dynamics.

2. Management Strategies to Improve Islamic Education

The concept of quality in Islamic education emerges as a fundamental foundation in the effort to enhance the quality of human resources in educational institutions. Several concepts serve as the main pillars in building an effective quality management system, both at the national and global levels. Cultural and institutional reforms are essential pillars in realizing these aspirations.

Ongoing improvements are a fundamental component in the effort to enhance management quality. In this context, continuous improvement is directed towards the human dimension as an essential element. This effort requires full support from human resources, building confidence, and embracing a pragmatic spirit. This approach ensures that every step of improvement is driven by appropriate efforts, acknowledging the primary role of humans in enhancing productivity.(Bahri, 2022)

Education and training are crucial components in developing high-quality human resources. Training specifically designed for administrative staff and educators aims to ensure an understanding of goals, rules, and procedures to be followed. The training materials and seminars are directed towards practical benefits, bridging the gap between philosophical concepts and practical applications. In measuring quality, orientation towards the satisfaction of students, parents, and the community becomes key. Tasks and responsibilities of divisions and managers must be considered to ensure their satisfaction, bringing several benefits, such as increased interaction,

the establishment of a strong foundation for repeat purchases, and the creation of a good reputation.

Enthusiasm for excellence forms the foundation for competition, especially in the face of competition with regular educational institutions. Quality improvement becomes imperative to achieve client satisfaction. Marketing management and internal management are the primary justifications within the quality framework. Communication strategies, both proactive and reactive, become key to ensuring public support and utilizing available resources.

Continuous innovation is considered the final step in advancing Islamic educational institutions. The application of scientific methods, the use of data for decision-making, seeking reasons, and finding timely solutions are the keys to success. Long-term commitment to the development of Islamic human resources becomes a new model for managing performance ready to face various future scenarios. Through these efforts, Islamic educational institutions are expected to produce a more reliable and responsible generation, meet the demands of increasingly complex training, and continuously adapt to the developments of the times.

Efforts to improve Islamic education through a management approach are directed towards several strategies involving aspects of education quality, community relations, and the branding image of Islamic educational institutions. In facing global economic developments and the implementation of the ASEAN Economic Community (AEC), the autonomy and competitiveness of educational institutions become imperative. (Mundiri, 2016)

a. Improving Education Quality

Enhancing the quality of education becomes the main focus by considering dimensions such as realization, reliability, response speed, assurance, and empathy, as expressed by V. Gasperez. This improvement includes providing quality education services that are responsive to the demands of the times and ensuring the sustained credibility of the institution.

b. Competition Challenges

Facing high competition challenges, educational institutions need to improve quality and efficiency while considering the demands of customers and students, both in terms of quality and cost. Advances in communication and information technology must also be followed by the integration of technology in the education process.

c. Community Relations

The public relations system within Islamic educational institutions is crucial. The improvement of education quality must be supported by harmonious cooperation between the educational institution and its public.

This step includes community education, involvement in local and national activities, as well as the publication of institutional achievements.

d. Branding Image

Building brand awareness is done through stages ranging from unawareness of the brand to brand association. Education and socialization through events, seminars, social service activities, education exhibitions, and the publication of achievements are key steps in building public awareness of the excellence of Islamic educational institutions.

e. Perception of Quality Improvement

Building institutional perceived quality involves introducing factors that shape perception. Emphasis on product and service quality helps Islamic educational institutions create a positive impression among the public. Past experiences and personal factors form the basis for shaping the perception of quality.

Through this holistic management approach, Islamic Educational Institutions (IEI) can achieve and maintain excellence, relevance, and responsiveness to change in Islamic education. These strategies not only involve internal stakeholders but also focus on collaboration with the community and other external stakeholders.(Muljawan, 2019)

In a comprehensive view of the role of Islamic Educational Institutions (IEI) as a platform for Islamic education, it becomes clear that management should be effective and efficient while rooted in the values of Islamic teachings. IEI is not only a conveyor of knowledge but also a cultivator of strong faith and noble character values. The education implemented in IEI should be able to shape individuals who not only have competent intellectual abilities but also a strong character in faith and morality.

In facing global challenges, IEI has a responsibility to provide a positive and solution-oriented response without sacrificing its identity and core values. Islamic Educational Institutions need to adopt various management models and implement management strategies, both general and specific, known as strategic management.(Muljawan, 2020)

The process of strategic management consists of three main stages. The first is strategic planning, involving the development of a vision, mission, and objectives that not only address current needs but also project into the future. The identification of internal and external factors through SWOT analysis serves as the foundation for short-term, medium-term, and long-term planning. Determining a superior strategy is a key step in formulating the foundation for IEI development.

The second stage is strategy implementation, which includes setting school policies, motivating employees, allocating human resources, and developing a culture

that supports the formulated strategy. This process ensures that the strategy is not merely theoretical but is effectively implemented in daily activities.

The final stage is strategy evaluation/control. In this stage, continuous monitoring of results, measurement of individual and school performance, and taking corrective actions are carried out. Evaluation is an essential tool to ensure that the implemented strategy contributes positively to the improvement of Islamic education quality.

By implementing strategic management, Islamic Educational Institutions can overcome contemporary challenges, remain inclusive, and continuously enhance the quality of Islamic education without forsaking their inherent character and core values. Throughout this entire process, IEI becomes a crucial pillar in building a generation that is not only intellectually intelligent but also firm in Islamic values.

D. CONCLUSION

Islamic Education Management (IEM) plays a pivotal role in addressing the multifaceted challenges faced by Islamic educational institutions. The holistic management approach outlined encompasses strategic planning, implementation, and continuous evaluation, ensuring that Islamic Educational Institutions (IEI) not only maintain excellence but also adapt to societal changes without compromising their core values.

Islamic education, deeply rooted in the philosophy of "Iqra'," emphasizes the significance of reading and understanding to enhance Muslims' awareness of God as the Creator. From a sociological perspective, this underscores the importance of education in developing awareness of humanity's origins and creation.

Challenges faced by Islamic education are diverse, ranging from global competition and resource constraints to the need for adaptive management in the face of changing national educational systems. The overemphasis on cognitive dimensions in the past and the centralization of education underscore the importance of open and responsive management strategies. Furthermore, societal shifts, technological advancements, and democratization demand a strategic approach that balances moral-spiritual and practical-pragmatic aspects.

The management strategies proposed for enhancing Islamic education quality involve cultural and institutional reforms, ongoing improvements, education and training, enthusiastic pursuit of excellence, public relations, and brand building. These strategies collectively contribute to creating a positive image of Islamic educational institutions, improving their competitiveness, and ensuring quality education that aligns with Islamic values.

Strategic management emerges as a crucial aspect, involving planning, implementation, and evaluation. Through strategic planning, Islamic educational institutions can set a vision, mission, and goals that align with Islamic values, fostering the development of a strong foundation for IEI. Implementation ensures that these strategies are effectively put into practice, and continuous evaluation guarantees that they contribute positively to the enhancement of Islamic education quality.

In essence, by adopting these management strategies, Islamic Educational Institutions can overcome contemporary challenges, remain inclusive, and continuously enhance the quality of Islamic education. This process positions IEIs as vital pillars in nurturing a generation that is not only intellectually adept but also firmly rooted in Islamic values, contributing positively to society and the broader global community.

REFERENCE

- Arifin, H. M. (1994). *Ilmu perbandingan pendidikan*. UIN Sunan Kalijaga.
<https://onsearch.id/Record/IOS3763.001202?widget=1>
- Bahri, S. (2022). Meningkatkan Kualitas Manajemen Lembaga Pendidikan Islam Melalui Sumber Daya Manusia di Era Pandemi. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 3(1), 43–56.
<https://doi.org/10.31538/MUNADDHOMAH.V3I1.158>
- Harahap, N. (2020). *Penelitian kualitatif* (H. Sazali, Ed.; 1st ed., Vol. 1). Wal Ashri.
- Hawi, A. (2017). TANTANGAN LEMBAGA PENDIDIKAN ISLAM. *Tadrib*, 3(1).
<http://jurnal.radenfatah.ac.id/index.php/Tadrib/article/view/1388/pdf>
- Hidayat, Y., Alfiyatun, Toyibahm, E. H., Nurwahidah, I., & Ilyas, D. (2023). Manajemen Pendidikan Islam. *Syi'ar :Jurnal Ilmu Komunikasi, Penyuluhan Dan Bimbingan Masyarakat Islam*, 6(2), 52–57.
<http://journal.iaisambas.ac.id/index.php/Syiar/article/view/2214/1737>
- Muljawan, A. (2019). Model Dan Strategi Manajemen Lembaga Pendidikan Islam. *Jurnal Asy-Syukriyyah*, 20(2), 51–69. <https://doi.org/10.36769/ASY.V20I2.81>
- Muljawan, A. (2020). MODEL DAN STRATEGI MANAJEMEN LEMBAGA PENDIDIKAN ISLAM. *Jurnal Tahdzibi : Manajemen Pendidikan Islam*, 5(1), 9–18.
<https://doi.org/10.24853/TAHDZIBI.5.1.9-18>
- Mundiri, A. (2016). STRATEGI LEMBAGA PENDIDIKAN ISLAM DALAM MEMBANGUN BRANDING IMAGE | Mundiri | PEDAGOGIK: Jurnal Pendidikan. *Pedagogik: Jurnal Pendidikan*, 3(2).
<https://ejournal.unuja.ac.id/index.php/pedagogik/article/view/125>

- Na'im, Z. (Zaedun), Yulistiyono, A. (Agus), Arifudin, O. (Opan), Irwanto, I. (Irwanto), Latifah, E. (Eny), Indra, I. (Indra), Lestari, A. S. (Ambar), Arifin, F. (Faizal), Nirmalasari, D. (Destiany), Ahmad, S. (Syatiri), Bahri, A. S. (A.), Nur'aini, N. (Nur'aini), Hamzah, H. (Hamzah), Septiyani, T. (Tentri), Ummah, A. H. (Athik), Haryanti, N. (Nik), & Gafur, A. (Abdul). (2021). *MANAJEMEN PENDIDIKAN ISLAM*. <https://repository.penerbitwidina.com/publications/347243/>
- Pewangi, M. (2016). TANTANGAN PENDIDIKAN ISLAM DI ERA GLOBALISASI. *TARBAWI : Jurnal Pendidikan Agama Islam*, 1(1), 1–11. <https://journal.unismuh.ac.id/index.php/tarbawi/article/view/347>
- Putra, P. H. (2019). View of Tantangan Pendidikan Islam dalam Menghadapi Society 5.0. *Jurnal Islamika: Jurnal Ilmu-Ilmu Keislaman*, 19(2), 99–110. <https://ejournal.iainkerinci.ac.id/index.php/islamika/article/view/458/328>
- Adelia, I., & Mitra, O. (2021). Permasalahan Pendidikan Islam di Lembaga Pendidikan Madrasah. *Islamika : Jurnal Ilmu-Ilmu Keislaman*, 21(01), 32–45. <https://doi.org/10.32939/islamika.v21i01.832>
- Anggorowati, R., Komariah, A., Permana, J., Nurdin, D., & Prihatin, E. (2021). Peran Komunikasi Kepemimpinan Pendidikan dalam Membangun Relasi. *Jurnal Penelitian Pendidikan*, 21(3), 9–16. <https://doi.org/10.17509/jpp.v21i3.41984>
- Batubara, B. M. (2021). The problems of the world of education in the middle of the covid-19 pandemic. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, 4(1), 450–457. <https://doi.org/10.33258/birci.v4i1.1626>
- Hidayat, S. (2021). Integrasi Nilai Islam Dalam Pembelajaran Pendidikan: Pembelajaran Integrasi di SMA Islam Al-Muttaqin Tasikmalaya. *TADRIS: Jurnal Pendidikan Islam*, 16(1), 141–156. <https://doi.org/10.19105/tjpi.v16i1.4665>
- Khsannudin, M., & Pakpahan, P. L. (2021). Empowerment as A Quality Improvement Human Resources Through The Implementation of Total Quality Management. *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam*, 6(1), 41–60. <https://doi.org/10.31538/ndh.v6i1.1190>
- Bahri, S., Fitrah, H., Wahyudin, S., & Juhaidi, A. (2022). New model of student development strategy to strengthening educational quality: an causal perspective from Indonesia Islamic educational institutions approach. *Journal of Positive School Psychology*, 1417-1426. <https://www.journalppw.com/index.php/jpsp/article/view/7304>
- Ilyasin, M., & Zamroni, Z. (2017). Balanced Scorecard: A Strategy for the Quality Improvement of Islamic Higher Education. *Dinamika Ilmu*, 17(2), 223-236. <https://doi.org/10.21093/di.v17i2.703>

- Amet, A. (2023). Transformation of islamic educational institutions in realizing quality human resources in the global era. *Enrichment: Journal of Management*, 12(6), 4919-4926. <https://doi.org/10.35335/enrichment.v12i6.1128>
- Zainuri, A., Ibrahim, D., & Bafadlal, F. (2020, May). Management Quality Enhancement Based on National Accreditation Standard of Islamic Studies Program. In *4th Asian Education Symposium (AES 2019)* (pp. 69-75). Atlantis Press. 10.2991/assehr.k.200513.016